**Section 4:  Implications for Curriculum**  
There are implication for curricular decisions that impact teachers, school districts and policy makers, in regards to teaching writing. Presented are myths about teaching writing, current realities of writing instruction, and implications for curriculum.  Stevi: If you alter this section to not include the recommendations, this transition and synopsis should only speak to the myth busting..  
  
***For Teachers:***  
***Myth:*  Writing should be taught only in English classes.**  
*Reality:  All teachers should be responsible for teaching writing.  Writing is a shared responsibility among all teachers to ensure student success.*  
*Implications for Curriculum and Instruction:*

* Writing in the disciplines requires experts in the content area to assist students in applying what they know about the writing process to the content area expectations.
* Content-area teachers need to model their own writing process in the various disciplines and provide exemplars to support student learning
* Students need to understand the different expectations and demands of writing in the various content areas
* Writing instruction by content area teachers creates accessibility and transferability to the discrete content areas
* “Good writing is a complex concept that varies by discipline.” (Brockman, Taylor, Crawford, Kreth)

***Myth:*  Students MUST leave high school knowing how to write a 5 paragraph essay**  
*Reality:*  Students must leave high school having rich reading and writing instruction and experiences across a range of genres and for multiple purposes and audiences.  
*Implications for Curriculum and Instruction*

* Curriculum must be aligned P-20 to ensure coherence and prepare students for post-secondary workforce opportunities
* Writing in multiple genres must begin in the earliest grades as students experiment with purpose, audience, genre, and topic
* The essay is not inherently bad, but limiting students to the 5 paragraph essay does not allow for the range of structures that essays demand.
* Reflective writing is important for exploration of learning and critical thinking
* Writing should reflect deep thinking skills including analysis and synthesis, interpretation, justification and evaluation
* Writing instruction should be inquiry-based and differentiated to support the diverse range of learners in any classroom
* An emphasis on the range of non-fiction writing is supportive of all learners, and aligns with new state standards and 21st Century skills
* Student choice writing is critical to developing a writer’s voice and allows for greater application of learning
* Use of mentor texts for content and craft support student writers in creating a vision for writing, refining for clarity and voice, and revising with a specified purpose and audience in mind
* Rhetorical knowledge is key as writers make decisions about which strategies and devices they will use to influence their specified purposed and audience
* Argumentation should be heavily emphasized
* Writing across disciplines is essential for the success of all students.  This includes writing as a scientist, a historian, an artist, etc...
* Students at all grades should have opportunities to engage in academic writing and writing with authentic audiences and purposes

***Myth:*  Writing is always product-oriented.**  
*Reality:*  Writing should be balanced between process and product.    
*Implications for Curriculum and Instruction:*

* Students should be engaged in both “writing to learn” and “learning to write.”
* Shorter writing (one page or less) is frequent in college
* Know thyself as a writer
* Authentic purpose and audience provides real-life context
* Inquiry-based writing allows students to experiment with their process
* Students should be given latitude to develop topics and ideas through choice writing
* Student self-assessment of writing promotes goal setting and growth
* Teachers need to develop themselves as writers alongside of their students
* Teachers should use writing demonstrations to model thinking and authentic writing process
* Use of mentor texts is paramount to growth as a writer
* Regular feedback and explicit conversations should frequently occur between writers
* Writing workshops develop students process

***Myth:*  Good writing is all about grammar and conventions.**  
*Reality:*  Writing is about communication and the expression of ideas.  
*Implications for Curriculum and Instruction:*

* Clarity is key, so students should be able to choose both forms and structures which create the clearest vehicles for the expression of their ideas.
* Students should be given regular opportunities to use both formal and informal registers in writing, and they should know their audience well enough to distinguish between them
* Students should be using writing as a daily activity to stimulate and clarify thinking
* Authentic purposes and audiences for writing reinforce the need for grammar and conventions
* Writing arguments requires thinking skills like analysis, synthesis, communication of ideas which are then supported by grammar and conventions
* Through a wide range of reading, writers understand the way that authors use grammar and conventions to bring clarity to their writing
* Conventions are critical to communication and should be experimented with based on purpose and audience
* Students should enter college with knowledge of subject/verb agreement, how to use active voice, run-ons, modifiers, and the basic usage of punctuation.
* Students should be familiar with evidential reasoning based on diverse sources and how to properly cite sources

**For School Districts**  
Shifts needed in secondary writing curriculum:

* Align secondary education with higher education to achieve adequate skills beyond academia
* Teach writing beyond the five-paragraph essay, compare/contrast, persuasive, literary analysis
* Increase disciplinary writing through class choice, disciplinary writing and genre studies aligned with state standards
* Utilize content teachers as sources of writing instruction or offer a class specific to a discipline such as science, etc.
* Align writing needs across discipline and context/content to prepare them for professional workplace readiness, and ensure transference of  learning across grade levels and content areas
* Examine the writing requirements of professionals (resumes, job application letters, proposals, analysis, business plans, Power Points, company publications, summaries, protocol notes, editing/revising/critiquing, etc.)
* Compare rhetorical variations that exist among disciplines and fields
* Make better known at the high school level, the CCHE Approved Syllabi criteria for Freshman Composition·, a support document for incoming college writers
* Ensure technology is accessible to students
* Provide short term interventions for struggling writers based on formative assessments
* Ensure administrative and teacher leadership are well informed around writing instruction

**For Policymakers**

* Collaborate with teachers when implementing policy around writing instruction
* In defining teacher effectiveness policy makers must understand that writing is developmental, and applicable to be taught by all teachers, cross content areas
* Focus state standards on the essentials for college and work readiness
* Fund opportunities for increased technology in all schools, for equitable access for all learners
* With current data systems, monitor and share information about student progress as writers locally and at the state level